

# **Investment Schools Year One: 2013-2014 Introduction and Overview**

**April 25, 2013**



**Investment Schools: Our context**

**Investment Schools: Our plan**

**Investment Schools: Our message**

# Becoming a portfolio district: Choices that children deserve

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## The Cleveland Plan

- Promote and expand high-performing schools
- Start new schools
- Strengthen mid-performing schools
- Repurpose low-performing schools

# CMSD's CEO: Legal obligations under HB 525

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## Corrective Action schools

- Identify schools each year in need of corrective action, what corrective action is warranted for each school, and when the plan should be implemented
- Invite all labor organizations to form Corrective Action Team to make recommendations on implementation of the corrective plans

# It is not enough to become a premier school district.

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Key message

CMSD must become a district of  
premier schools.

# The Time is Right for CMSD



# We must accomplish two goals simultaneously

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Prepare to implement effective practices in a subset of high-need schools starting August 2013

- Select Year One Investment Schools based on a variety of criteria
- Collaborate with proven partners to dramatically change schools
- Engage families and educators at the school level to design high-leverage interventions for each building

Engage the community and conduct in-depth reviews to design an equitable change process

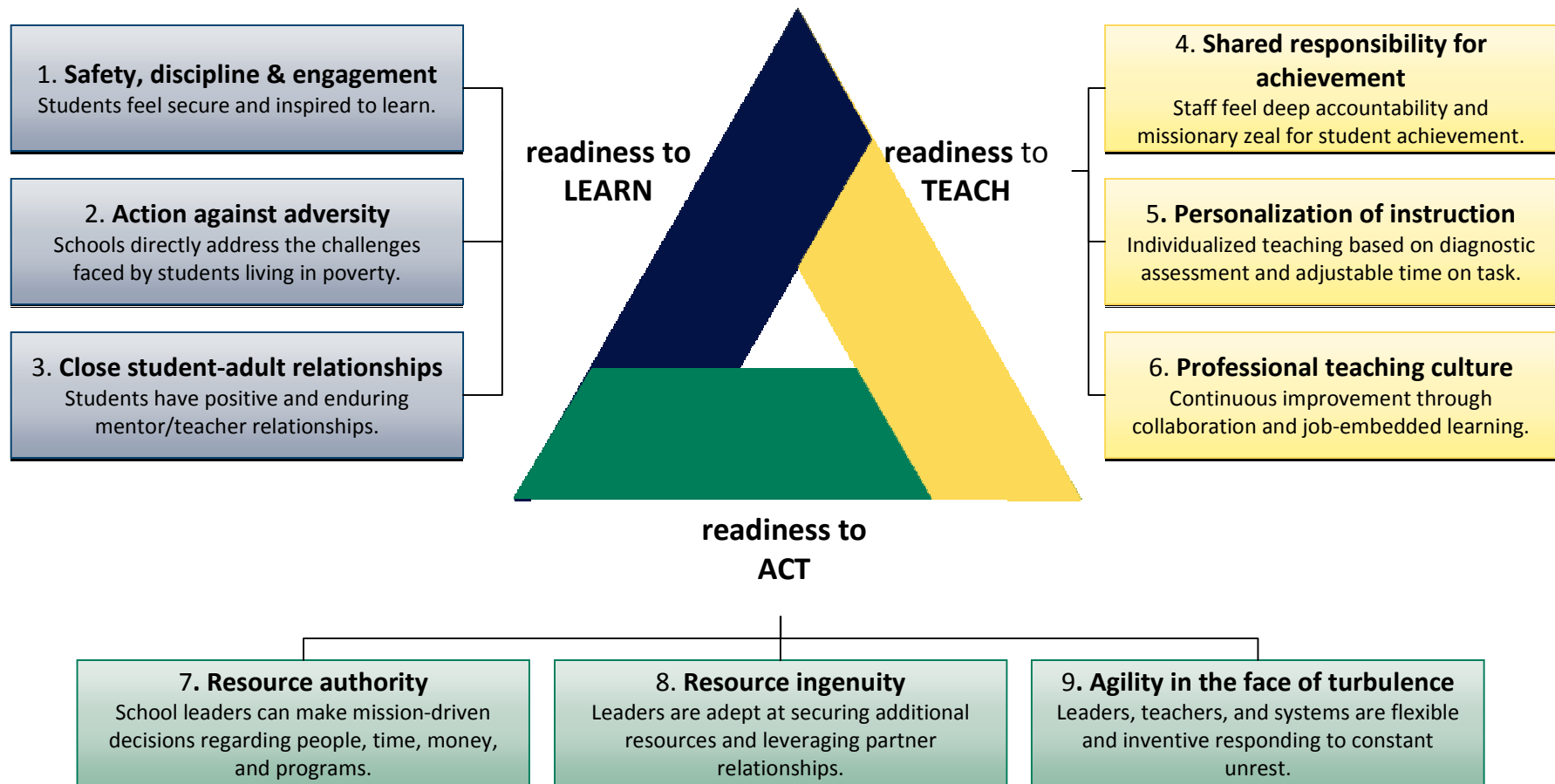
- Across multiple neighborhoods, engage families and educators in meaningful dialogue
- Design and communicate a transparent and equitable process for the next three years of CMSD Transformation through Investment

# We examined CMSD schools across multiple criteria

Candidate School	Academic achievement	Culture, teamwork, vision	Strong school leaders	Motivated caring teachers	Rigorous instruction	Social & emotional support for students	Family engagement
School 1	X	X		X		X	
School 2	X		X			X	X
School 3	X		X		X		
School 4	X		X	X		X	
School 5	X	X		X			
School 6	X	X					
School 7	X		X				X
School 8	X			X			
School 9	X		X		X		
School 10	X	X			X		
School 11	X				X		
School 12	X			X		X	X

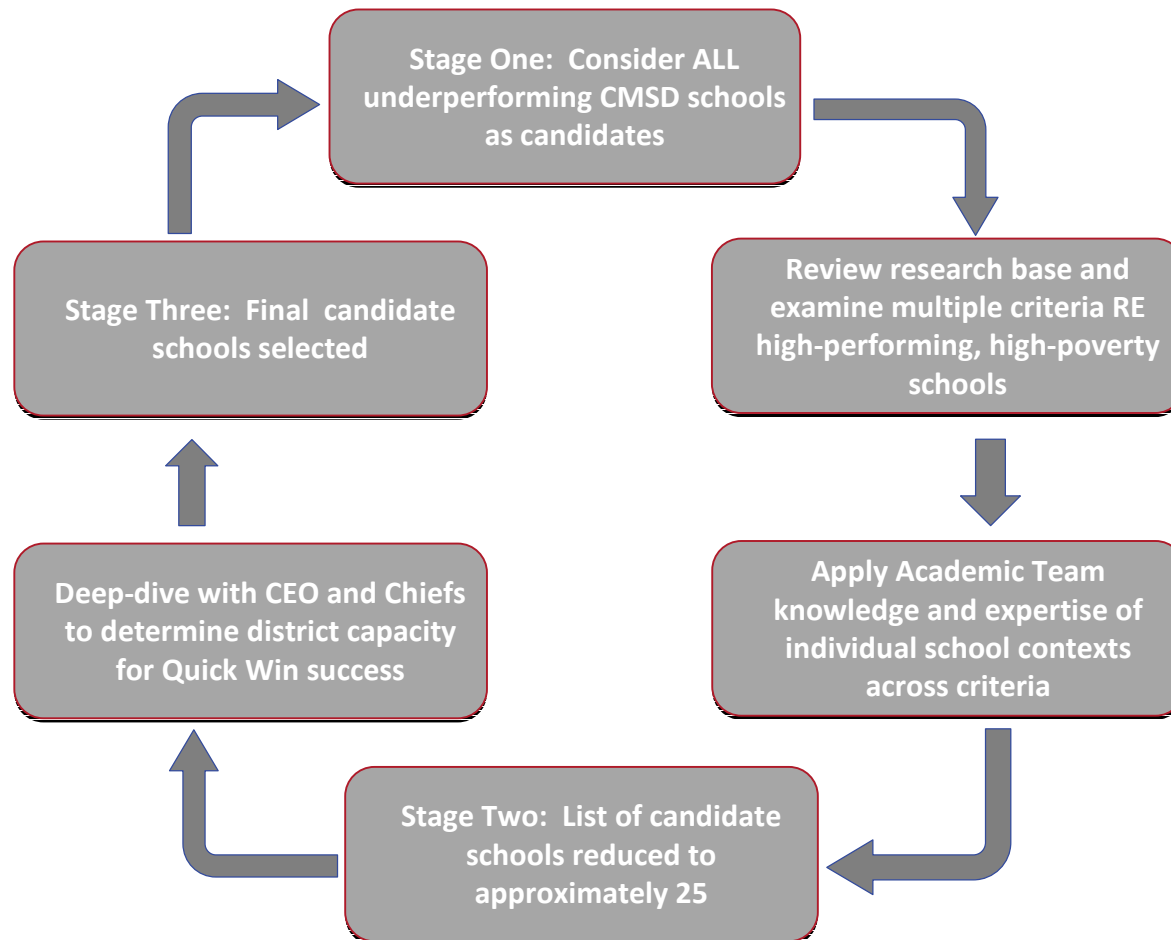


# Research base: High performing, high poverty schools



# Selecting the first Investment Schools

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**Investment Schools: Our context**

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# Why do most initiatives fail in high-poverty schools?

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**Low-expectation culture, reform-fatigued faculty, high-percentage staff turnover, inadequate leadership, and insufficient authority for fundamental change all contribute to a general lack of success, nationally, in turning failing schools around and the near-total lack of success in conducting successful turnaround at scale.**

*The Turnaround Challenge, page 10*

# What works: Thinking differently about schools

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## Old thinking: “Conveyor belt”



Student is moved along a curriculum-, grade- and age-based “conveyor belt,” in a process that lends itself to standardized inputs and outputs

## New thinking: “Medical team”



A team rallies for each student, backed by a whole system of skilled professionals, processes, and technologies organized and ready to analyze, diagnose, and serve the goal of learning

# Investing:

## What is possible in the CMSD Investment Schools?

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- Selection of principal for 2013-14
- Selection of teachers and staff for 2013-14
- Investment Commitment letters to be signed by all staff



- Extended instructional time
- Extended planning/preparation/collaboration time
- Restructured use of existing time



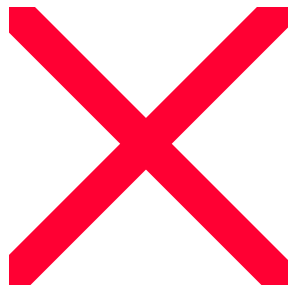
- Pilot CMSD initiatives (student-weighted funding, differentiated compensation)
- Increased budget autonomy to invest in positions, programs, partners best suited to a specific school



- Intensive coaching and professional development to support specific school needs and goals
- Intentional alignment of student and family supports
- External supports for programs and operations

# Investment Schools Year 1: Focus on Readiness to Learn

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- Robert H. Jamison
- Luis Munoz Marin
- Mound
- Kenneth Clement Boys

Leadership Academy

**1. Safety, discipline & engagement**  
Students feel secure and inspired to learn.

**2. Action against adversity**  
Schools directly address the challenges faced by students living in poverty.

**3. Close student-adult relationships**  
Students have positive and enduring mentor/teacher relationships.

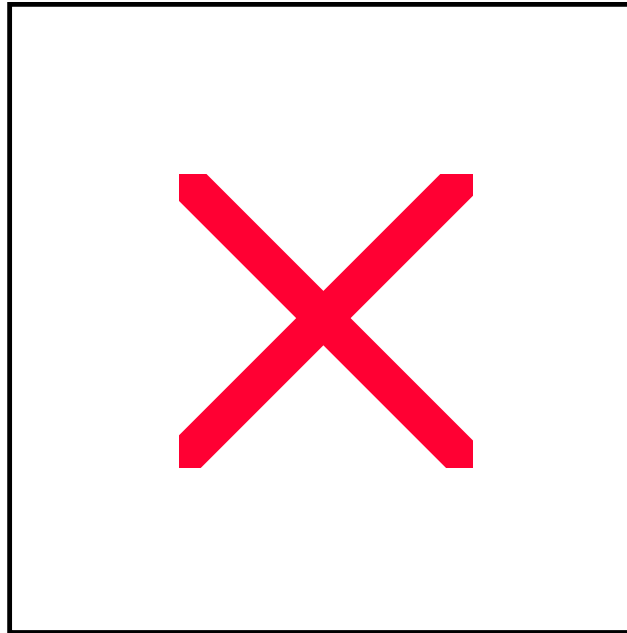
readiness to  
**LEARN**



# Investment Schools Year 1: Focus on Readiness to Teach

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- Case
- Robinson G. Jones
- Walton
- Franklin D. Roosevelt



readiness to  
TEACH

#### **4. Shared responsibility for achievement**

Staff feel deep accountability and missionary zeal for student achievement.

#### **5. Personalization of instruction**

Individualized teaching based on diagnostic assessment and adjustable time on task.

#### **6. Professional teaching culture**

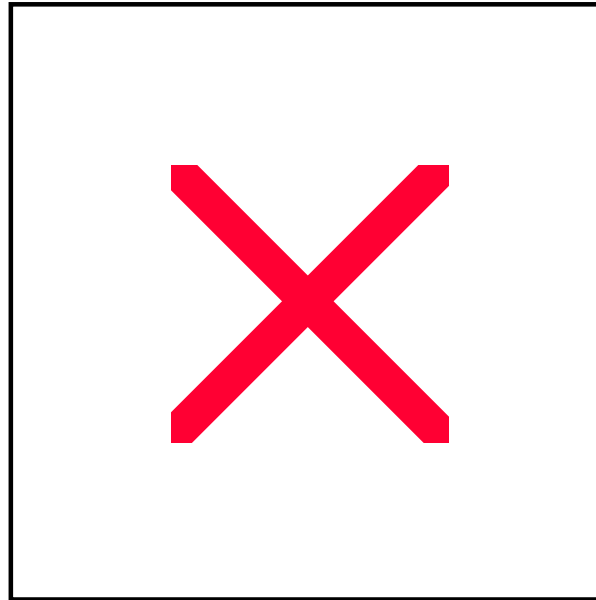
Continuous improvement through collaboration and job-embedded learning.



# Investment Schools Year 1: Focus on Readiness to Act

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- Anton Grdina
- Collinwood HS
- John Adams HS
- Carl & Louis Stokes
- Lincoln-West HS



## 7. Resource authority

School leaders can make mission-driven decisions regarding people, time, money, and programs.

## 8. Resource ingenuity

Leaders are adept at securing additional resources and leveraging partner relationships.

## 9. Agility in the face of turbulence

Leaders, teachers, and systems are flexible and inventive responding to constant unrest.

readiness to  
ACT



**Investment Schools: Our context**

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# It is not enough to become a premier school district.

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Key message

CMSD must become a district of  
premier schools.

# CMSD Investment Schools = Positive Change

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**We will not do business as usual; this is unusual business.**

**We will not repeat old mistakes.**

## What SU CCESSFUL turnaround IS:

Recognition of the challenge: Our kids deserve better

Dramatic, fundamental change

Urgency to make every minute a learning minute

Supportive operating conditions

Working smarter, not harder

Collaborative community of professional educators

## What school turnaround is NOT:

Settling for incremental improvement

Requiring additional improvement plans

Multiple programs implemented without intentionality

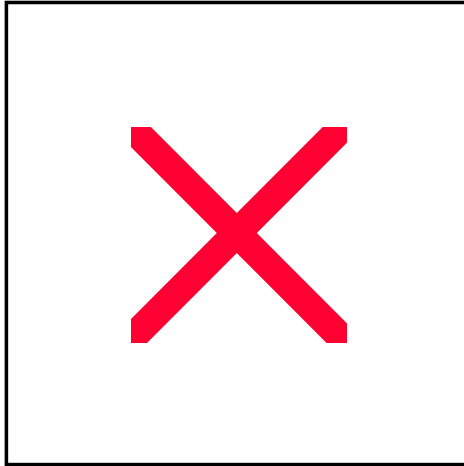
“Every man for himself”

Infrequent coaching

Additional mandates without support

# What visible changes must we see in Investment Schools?

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## **1. Safety, discipline & engagement**

Students feel secure and inspired to learn.

## **2. Action against adversity**

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## **3. Close student-adult relationships**

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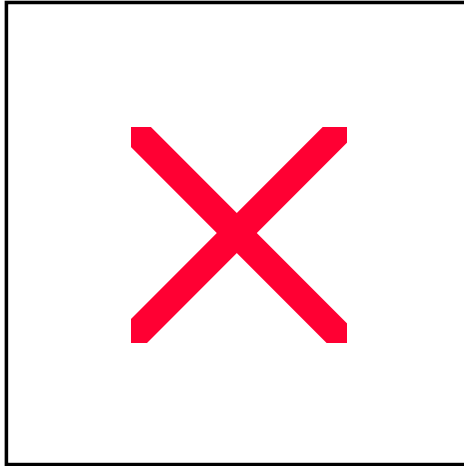
## **Building students' Readiness to Learn:**

- Clean, attractive, inviting classrooms and public spaces
- Every adult in the school using consistent, positive language to set the tone of high expectations for everyone
- Improved student and staff attendance and morale
- Real-Time Coaching for teachers who struggle to manage classroom behavior and keep students engaged
- Extra time for student advisory and structured supports from caring adults: mentoring, tutoring, etc.
- Proactive solutions to empower students and families
- Cooperation and communication between educators, families, and providers of other student supports



# What visible changes must we see in Investment Schools?

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## 4. Shared responsibility for achievement

Staff feel deep accountability and missionary zeal for student achievement.

## 5. Personalization of instruction

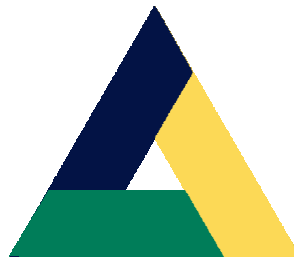
Individualized teaching based on diagnostic assessment and adjustable time on task.

## 6. Professional teaching culture

Continuous improvement through collaboration and job-embedded learning.

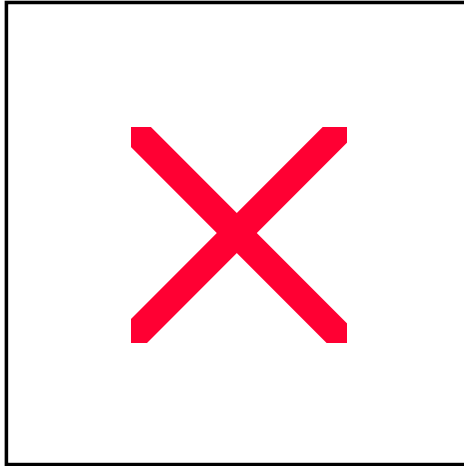
## Building educators' Readiness to Teach:

- Extra time for teachers to collaborate, learn from one another, and plan outstanding, relevant lessons
  - Holding every adult accountable for the success of every student
    - Integrated use of classroom technology to engage students
- Targeted professional development and ongoing coaching on how to use available data to meet individual students' learning needs
- Curriculum and resources to support high-quality instruction for English Language Learners and Special Education students
- All-school training to deepen staff commitment to a culture of learning, high expectations, and every student graduating from high school prepared for college and career success



# What visible changes must we see in Investment Schools?

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## **7. Resource authority**

School leaders can make mission-driven decisions regarding people, time, money, and programs.

## **8. Resource ingenuity**

Leaders are adept at securing additional resources and leveraging partner relationships.

## **9. Agility in the face of turbulence**

Leaders, teachers, and systems are flexible and inventive responding to constant unrest.

## **Building school leaders' Readiness to Act:**

- Allowing principals more budget flexibility to be responsive to the needs of students in their school
- Protecting schools from unnecessary bureaucracy so that leaders can focus on the students and teachers in the school
  - Coaching Investment School principals in how to lead positive, effective change processes
- Expanding school partnerships that have worked in other CMSD schools (i.e., New Tech Network)
  - Increasing cooperation and communication between external partners to keep every program focused on the needs and goals of the school and its students



# Why were some high need schools not selected this year?

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- This is a long-term commitment to improve all of Cleveland's underperforming schools.
- Additional schools will be selected as Investment Schools for school years 2014-15 and 2015-16.
- Some struggling schools will utilize this year to plan and prepare to enter Investment School status.

Investing in Our Children: CMSD's Investment Schools



# What will happen next?

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- Communications outreach to all families and school staffs: CEO Gordon and CAO Pierre-Farid will personally lead meetings in each school community during the next month
- Schools will undergo an intensive and collaborative analysis and planning process with carefully selected partners
- CMSD Human Resources will commence a recruitment and staff selection campaign

Investing in Our Children: CMSD's Investment Schools

# May 2013: Information meetings and CMSD website

Sun	M	Tu	Wed	Th	F	Sat
			1 Finalize May calendar of school-based Meetings	2	3	4
5	6	7	8	9	10	11
<b><i>CEO Gordon and CAO Pierre-Farid lead informational sessions for families and staff at every Investment School site throughout May</i></b>						
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	

# No “magic bullets” – Only people can bring real change

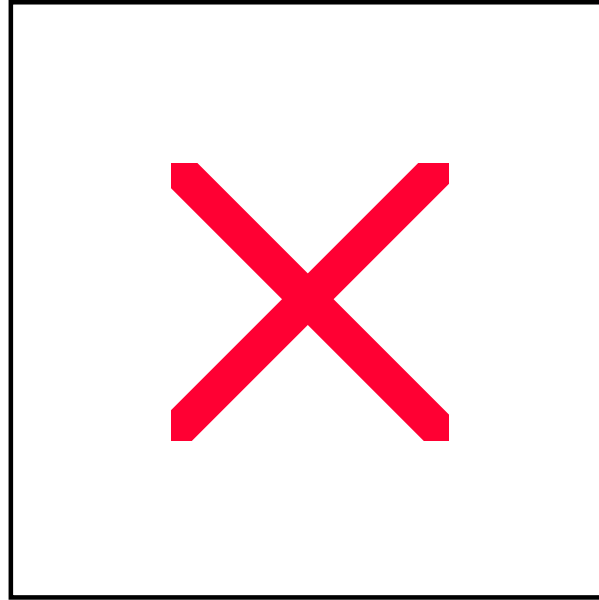
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## Key message

We need all our staff, families, community, business, and education partners to come together around the Investment Schools.

# CMSD's Year One Investment Schools

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We are INVESTED.

Are you IN?